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ABSTRACT

This paper reports on phase one of a study to ascertain whether formal or nonformal education is more effective in accelerating the integration of women into development activities in developing countries. It is based on the premise that women need more and better credentials to gain social, economic, and political acceptance in less developed countries. The report is presented in five parts. Part I identifies personnel from the Agency for International Development (AID), other agencies, and international organizations who are concerned with the issue of female education in developing countries. Part II relates representative projects and studies dealing with women and education in Africa, Asia, Latin America, and the Near East. Part III assesses interest in an interagency forum of meetings to discuss operational, not theoretical, problems related to women, education, and development. Part IV suggests steps by which the Women in Development office of AID can maximize its impact on AID educational policy. Part V summarizes major points covered in the report. (Author/AV)

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THE COMPARATIVE FUNCTIONALITY OF FORMAL AND NON-FORMAL EDUCATION FOR WOMEN REPORT ON PHASE I

Report Submitted to AID/WID

Order Number AID/otr-147-78-14

May 1978

By

Vivian Lowery Derryck

Washington, D.C.

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Introduction

Realization of the critical importance of women in development efforts has resulted in major shifts in development policies and strategies within the past five years. Governmental, nongovernmental and private voluntary organizations have lately acknowledged the pivotal role of women in development efforts, and are currently initiating projects and/or suppplementing current ones with special women's components. Efforts range from rudimentary, base-line data collection studies, to appendaged women's components in on-going projects, to comprehensive training programs targeted and geared specifically to women.

Agencies and experts are identifying an astounding number of project possibilities -- the very identifications indicate the deplorable lack of hard data on women. However, the hard data that are available indicate that education is a major mechanism for increased socio-economic opportunities and upward mobility. 1/ Almost invariably, new and up-graded women in development (WID) programs have an educational thrust, whether through upgrading and/or expansion of the formal education 2/ system or through a non-formal educa[illegible] 3/ program providing vocational training and job skills in areas such as agricultural extension, family planning, population assistance and cottage industry development.

At the same time that attention to women is mounting,

the majority of less developed countries (LDC) governments are also attempting to expand their formal education systems. The problem of increasing school age populations and rising expenditures for materials and personnel are compounded by the demands of women for more access to educational opportunities. Women have historically had less access to formal systems, lower grade attainment and higher drop-out rates. Female illiteracy reaches as high as 93 percent in some African and Asian countries. 4/ Given the severity and magnitude of the problem, the general disaffection with the quality of learning that the formal system has provided, and the clear impossibility of reaching the vast majority of rural LDC women, many planners have called for an increase in short-term programs that will provide basic literacy, numeracy and job skills without the costs and time investment required by formal education.

On the other hand, the power of the formal system is based in its ability to bestow prestige and economic power through the system of accreditation. The power and status imbuement of credentials is hard to overestimate. While some planners argue for the "quick" solution of non-formal programs, others cite the fact that the majority of the women who have been integrated into industrial, professional and managerial positions of market economies, and virtually all women who have assumed notable national positions of influence and power, have been through the formal system. 5/

In brief, the problem can be stated as follows: given limited resources and competing priorities, how do planners and politicians best spend limited education allocations to assure the greatest benefits to women in terms of increased incomes, greater control of their own lives and more influence in community decision-making. In short, where do the education dollars do the most good? Which type or mix of education is more functional to provide the cognitive and vocational skills to empower women; for through their newfound power, women will, themselves, insure their integration into development efforts.

This project, Order No. AID/otr-147-78-14, examines the current situation of women in development vis a vis education to ascertain whether formal or non-formal education has the greater functionality to accelerate women's integration into development activities. The project is divided into three phases, each of which is described below.

Phase I. Phase I first identifies Agency, interagency and international organization personnel particularly concerned with the issue of female education in developing nations.

Second, it identifies studies and/or AID projects, including those projects implemented by international and private agencies, dealing with women and education.

Third, it investigates the possibility of a task force or a series of meetings to discuss current issues of women and education in LDC's.

Fourth, it suggest a strategy of action for the AID/WID office to impact on US/AID projects with a women and/or education component.

Phase II. Phase II examines the relative functionality of both formal and non-formal programs and the long-range implications of each.

Second, it assesses, in so far as information permits, the status of education for women in selected AID recipient countries.

Third, it analyzes selected recent and current AID programs with an education component to ascertain the percentage of female participation in each and the ratio of formal to non-formal programs.

Phase III. Phase III involves development of programmatic recommendations for a model which will field test the project conclusions.

This report is the first in a series of three which correspond to the three phases of the project listed above. Part I of this report discusses Agency, interagency and private voluntary organization (PVO) personnel involved with women in development and education; Part II identifies representative projects and studies dealing with women and education; Part III assesses the need for and interest in an interagency task force on women in development and education; Part IV, suggests a a strategy for maximum WID office impact on education projects within the Agency; Part V is a summary which concludes this first report.

I.

Identification of Organizations Concerned With the Role of Education in Women in Development Efforts

The first task of the project was identification of Agency, inter-agency and international organization personnel particularly concerned with the issue of female education in LDC's.

A.

United States Agency for International Development

Data collection for this section was straightforward. For the US/AID section, initial identification of each bureau or office concerned with education in a substantive way was achieved by analysis of organizational charts and discussions with various officers concerned with education. Chart 1 summarizes the organizational identification of bureaus and offices within the Agency having a direct impact on women in development and education.

The Bureau of Program and Policy Coordination, PPC, the policy-making arm of the Agency was the starting point. The Office of Policy Development and Program Review, Human Resources Division (PPC/HR/PDPR) is the critical point at which policy is made, on-going programs assessed, and where, at present, a new education policy for the Agency is being debated and developed. The involvement of PPC/HR/PDPR with a WID office education specialist is crucial. Dr. Richard Shortlidge, a labor economist specilizing in the economics of development education, is the officer specifically charged with developing the Agency's

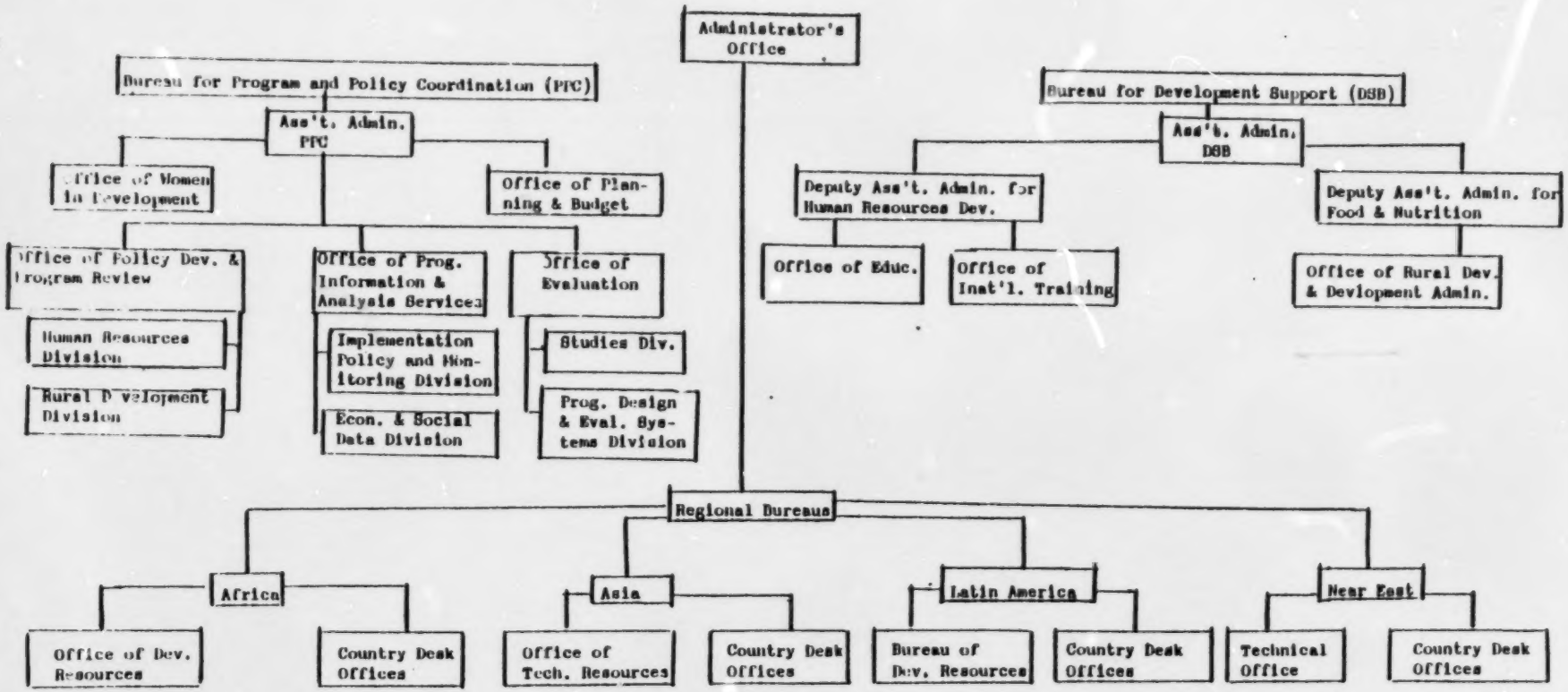

CHART I

A. I. D. bureaus and divisions with input and impact on women in development and female education projects, both formal and non-formal.

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education plan and the natural WID office liaison.

Also within PPC, in the Office of Program Information and Analysis Services, the WID office should consider liaison with the Economic and Social Data Division and the Statistics and Reports Division to facilitate the development and retrieval of statistics, censuses and other basic data that would aid WID in development of female-specific country profiles, especially in obtaining data on women and education.

The second critical bureau within the Agency is the Development Support Bureau. The Bureau is directly charged with technical assistance in education through the Office of Education and Human Resources, E/HR; the Office of International Training, OIT; and the Office of Rural Development and Development Administration, RD/DA.

The Office of Education is concerned with both formal and non-formal programs. Non-formal specialists feel that the Agency favors formal programs, while formal education specialists are sure that the Agency tilts to non-formal programs. This interminable tug-of-war has made it difficult, if not impossible, for the Agency to establish a clearcut education policy. The current move to resolve the differences by discussion of the complementarity of formal and non-formal programs may move the Agency away from the impasse.

Non-formal specialists Robert Schmeding, Bernard Wilder and James Hoxeng are staunch advocates of the necessity, viability and effectiveness of non-formal programs. Their

philosphy argues that women should not be targeted for specific programs, but integrated into on-going and new projects. The Washington staff is comprised of seven males. 6/

The Office of International Training, newly subsumed under DSB, provides short and long-term training to participants from LDC's. The office is of concern to women in development specialists since increasing numbers of women have become potential beneficiares of OIT expertise as women's employment options have broadened. A total of 19 professionals comprise the Washington staff, six of whom are women, giving OIT the highest percentage of women in any education affiliated office in the Agency. 7/

The Development Administration arm of the Office of Rural Development and Development Assistance offers advanced training to middle managers and high ranking civil servants; the kind of advanced training that is often requisite for job advancement. Women who have had formal education and are in middle management positions can rise faster if they have participatory access to international meetings, seminars and management training programs; indeed lack of participation in advanced training programs may mean failure to even be considered for promotion.

Participation of women in these kinds of programs has been minimal, rising from less than ten percent to approximately 14 to 15 percent in 1977. 8/ This area should be a primary concern to the WID office and assume high priority in establishment of contact.

The third area of the Agency in which personnel are actively involved in education is the regional bureaus. The uneven emphasis on education within the regional bureaus is reflected in the professional staff which is small and grossly maldistributed, especially overseas. 9/

In the Africa Bureau/Washington, one staff officer works on education fulltime, while a second staffer divides his time between education and development support efforts. Three education specialists are posted in Africa. All five specialists are male. 10./

In a period of renewed emphasis on the rural poor and basic human needs within Africa and the realization of the necessity for an increased commitment to African education and educational innovation, the paucity of education specialists requires re-examination and redressing.

The Latin America Bureau has a history of donor assistance to major education projects. Traditionally the Agency has aided formal education programs; however, current interest is moving toward the innovative non-formal programs of long distance learning, and communications and media-oriented education projects.

The relatively large number of Washington and field personnel attest to the Bureau's commitment and investment in education. There are six Washington based staff persons, including two women. Fifteen overseas staff were identified as education officers, one of whom is female. 11/ Several of the Washington staff are staunch supporters of formal education as a major vehicle for upward mobility and develment; they cite Latin America's relatively higher literacy rates and GNP figures (in comparison to other LDC regions) to support their position.

The Asia Bureau is currently involved in several integrated development projects that emphasis female vocational training as a facet of a given project. Major school building programs, such as the one scheduled for Pakistan, should signal increased Bureau activity in education. The Bureau has three Washington-based staff and seven overseas education specialists. The Bureau's one woman education specialist, an IDI in Washington, is scheduled for relocation to Pakistan. Establishment of contact with the officer before she leaves might prove beneficial to the WID office.

The Near East Bureau contains several staff persons who advocate increased education expenditures, and support their position with statistics and an in-house study of selected quantitative indicators of development for the Near East Bureau countries; the study confirms the existence of a correlation among education, increased income and higher GNP. 12/

Three Washington based staff oversee education, efforts within the Bureau; seven education specialists are in the field. There are no women education officers in the Bureau, either in Washington or overseas.13/

Several observations are pertinent in light of the above bureau analysis. First, the total number of education professionals, 74 for the entire Agency, is an appallingly low number of persons to be responsible for implementation of a projected FY 79 education budget of $109 million. Too few persons are spread too thin to impact and/or monitor existing projects, much less remain on the forefront of innovative thinking in education.

Second, the professional staff within the regional bureaus is unevenly distributed and skewed in a way that does not reflect current Agency priorities.

Third, the average profile of an education specialist reveals an elderly male with an Ed. D. who completed school more than 20 years ago.14/ Since there are no compulsory in-service education courses or retraining for education sector personnel within AID, and given the shortage of education officers, it is no wonder that the re-tooling has been minimal. This is not to argue that experience is not a valid and important teacher; however, education specialists must be aware of education innovations, new discoveries in

learning theories, new modes of curriculum development, changes in testing and evaluation, new trends in vocational and on-the-job training and a myriad of issues and trends in the field. Given the staff profile, there is serious reason to doubt the capabilities of field staff to implement any new, innovative programs developed by the Agency.

Fourth, the number of women education specialists is also very low. Ten women among 74 professional education staff is 13.5 percent of the entire professional cadre. Moreover, two bureaus and the Office of Education of DSB have no women professionals at all. Of course one could argue that education should be sex-blind; however in light of the historic inequality of female access to educational opportunities, special consideration should be given to women's particular needs. A female education specialist may have certain insights and sensitivities not present in male specialists simply because men have had different experiences. Furthermore, if an Agency goal is to reach the poorest sector in a given nation or region, developers will necessarily be dealing with great numbers of women, many of whom respond more openly and honestly to another woman. Therefore, to redress historical imbalances and to maximize the effect of AID education projects, the

number of women education specialists, especially overseas, should be significantly increased.

Specific recommendations for WID office interaction and impact on the identified bureaus and offices are discussed in Section IV of this report.

B.

U.S. Government Agencies

After identification of Agency offices and personnel involved in education activities, focus turned to other U.S. government organizations with education or training programs dealing with women in developing nations. Departments and agencies investigated included ACTION (Peace Corps), U.S. Department of Health, Education and Welfare, and U.S. Department of Labor.

Peace Corps

Peace Corps was viewed as a priority U.S. government organization to contact for three reasons. First, Peace Corps and education have been almost synonymous from the Corps' inception as volunteers were inevitably asked to teach in new nations' schools. Vast numbers of volunteers have taught in village schools, bringing literacy, raising hopes and expanding young peoples' ranges of choice.

Second, Peace Corps has attracted feminist volunteers who could be expected to try to initiate women-oriented

programs with an education component. The third reason for Peace Corps priority rests on the policy debates the organization is currently undergoing as it examines its future and decides what new directions it should take to fulfill its current mandate emphasizing aid to the poorest of the poor. One decision that has been made is to gradually phase Peace Corps out of formal education programs.

Dr. Carolyn Payton, Director of Peace Corps, explained that Peace Corps is phasing out of formal education because of the current emphasis on basic human needs. While education is perceived as a need, it is not of the magnitude of food, clothing and shelter, the basic needs that must be met before efforts can turn to the psychological needs satisfaction that formal education provides. Indeed, Dr. Payton felt that the whole discussion of education as a means, end or need was superflous in view of the urgent demands of the poor.

Since all Peace Corps operations have an educational thrust by the basic nature of the organization, the shift away from a formal education input is a change in emphasis, not in direction. For instance, adult literacy will remain a strong program component and women will remain a target group because they are often the most disadvantaged sector

of the population within a given nation.

The new Peace Corps emphasis will focus on programs in one of the priority areas of basic human needs such as nutrition, maternal and child health, women's credit and cooperatives. Women specific projects, both on-going and in developmental stages, will stress short-term solutions to immediate problems, highlighting training programs and job skills rather than formal education and its long-term, generalized benefits.

In terms of an education policy or strategy, Peace Corps does not have specific target ages for intervention and currently plans no policy that could distinguish age-appropriate education interventions that would allow volunteers to continue to teach primary school-age children in the formal system, rather all education interventions will be aimed toward alleviation of immediate problems, not toward long-term solutions.

If Peace Corps acceptor countries are insistent that volunteers remain in formal education, Peace Corps staff will demonstrate alternative services available to encourage a change of attitude among host country officials. However, the general impression conveyed is that if a country is insistent, Peace Corps will continue to provide services and teachers to the formal education system. Dr. Payton stated that the Corps will

continue to work with teacher training institutes. The Corps reasons that teacher training is a more efficient use of limited teacher resources, allowing each volunteer's input to have a greater ripple effect.

Establishment of a programmatic relationship and/or co-programs with Peace Corps would seem a natural alliance, given the complementary nature of AID and the Corps; however, such an alliance cannot be easily achieved due to the uncertain status and future of Peace Corps and its seeming disaffection with impacting on host country formal education systems.

U. S. Department of Labor (DOL)

A meeting with Kay Wallace, Women's Bureau of the U. S. Department of Labor, was scheduled to obtain information on any women's training programs that the Department might have overseas. Ms. Wallace was out ill; Mary Hilton, Assistant Director of the Women's Bureau, was interviewed instead.

Ms. Hilton indicated that there were no programs with an overseas component in the Women's Bureau. The Bureau's liaison to LDC's is through various commissions and fact-finding tours. There are no on-going substantive programs, nor any plans to initiate such projects in the future.

Ms. Hilton referred the interviewer to Dan Lazorchick of the Labor Department's International Labor Affairs Bureau (ILAB). Mr. Lazorchick identified several training projects ranging from US/DOL collaboration with the OAS to set up indigenous women's bureaus in Latin American states, to seminars held annually by the American Institute for Free

Labor Development to train labor union leaders. One six week session per year is held exclusively for women.

Currently, there is only one on-going important project being implemented by ILAB, a multi-million dollar vocational training program in Saudi Arabia, paid for by the Saudis. There are no American female technicians and no pressure to employ any or to add a female training component, especially since the U. S. input is services bought and paid for by the Saudis.

ILAB, if asked to develop a training program for women in a given AID recipient country has the capacity. Although there are no specialists on women's international training within either ILAB or DOL, the mechanism for developing such a program and securing trainers is present and available. ILAB had never been approached to discuss WID programs, nor have its services been utilized.

DOL/ILAB warrants further investigation as a potential training are for WID programs involving vocational training in traditionally non-female fields.

U. S. Department of Health, Education and Welfare (HEW)

HEW was the third U. S. government agency or department identified as having possible special interest and expertise in women in development and education.

Mary Jane Dillon , Division of International Education, Office of Education, proved an outstanding contact for other persons; however, HEW does not directly impact on formal education systems of other countries in ways useful to this study.

The Division of International Education does not undertake direct project management, rather it serves as an information clearing house and reference center, participating in the international arena in organizations such as the U. S. National Commission for UNESCO, providing background papers and reports on U. S. education.

The International Organizations Office, which coordinates information and data collection for international organizations including UNESCO, OECD, and I. B. E., and prepare policy and position papers for the U. S. for international conferences, may have an interest in women in formal and non-formal education, but only episodically, when female education is to be discussed in an international forum or meeting. In addition, the Education Development Office of the Division of International Education may be able to provide statistics on female participation in U. S. sponsored, U. S. based education programs held for teachers and administrators from other nations.

It would be appropriate to invite a representative from the Division of International Education to join any task force or series of meetings on education that the AID/WID office sponsors; however, the Division is not engaged in relevant LDC female education activities and, consequently, close liaison for project identification is not warranted.

C.

Multilateral Organizations

United Nations and Selected Special Agencies

The largest and most visible international organization is the United Nations and its specialized agencies. Meetings were held with representatives of the office of International Women's Decade, UN Secretariat; UNESCO; and UNDP.

Shauna Tropp and Jacqueline Winter of UNESCO explained the constraints imposed on the agency by host country government priorities and underscored the consequent limited bargaining power of the UN specialized agencies. Ms. Tropp provided a brief history of UNESCO literacy programs and other education efforts, while Ms. Winter provided UN organizational data.

They were both intrigued by the project hypothesis and affirmed their belief that the formal/non-formal debate had far-reaching ramifications for women which were not being addressed currently. They explained that the UNESCO tendency to pursue formal education programs is not due to a policy bias, but is based on a desire to accommodate the desires of the host country(ies). Identification of target populations for projects is also a policy decision reflecting the preferences of host governments. Women specific projects are not very numerous in education, for the agency attempts to develop projects in which both men and women can participate, thereby assuring more natural female integration into development efforts.

Although the two women were unable to provide specific project suggestions for evaluation, indicating that that kind of data was housed in Paris, Ms. Tropp provided the name of the UNESCO women in development/education specialist in Paris, Yasmin Zahran.

Dr. Lusibu N'Kanza, Acting Director, Centre for Social Development and Humanitarian Affairs, provided corroborative insights on the importance of formal education from the perspective of a Third World woman who had been educated in the formal system of the Belgian Congo. She stressed the importance of rural school services delivery, an education component she felt should be greatly strengthened.

Rachael Mayzynja, a Ugandan social affairs officer working on the effects of Apartheid on women, highlighted the necessity for a regional approach to problems of women in education because of the wide variety of economic conditions and social constraints at work in a given culture.

Neither woman could cite specific projects which could be evaluated for this study, but their substantive insights were invaluable.

The United Nations Development Program proved a good source for findings projects to consider for evaluation in Phase II of this project. Dr. Mary Lou Becker, the US/AID liaison with UNDP, found the question of greater functionality for formal or non-formal education relevant and useful. She was

extraordinarily helpful by providing a compendium of all UNDP projects, many of which used UNESCO as the executing agency.

World Bank

World Bank was the second multilateral international organization identified as possibly active in the area of women and education. Dr. Gloria Scott, the officer specifically concerned with women in development as a special sector, advocates the integration of women into new and on-going projects rather that establishment of women specific projects. In her view, women inclusive projects may accomplish integration more slowly, but the integration will be more deeply enmeshed in the socio-economic structure of a society or nation.

Dr. Scott indicated that the country desk officers and education sector officers are the best sources of information on education projects. Education sector officers can provide substantive project inputs and discuss current Bank policy vis a vis formal and non-formal education emphases. Currently, a revised sector paper on education is underway.

Dr. Scott had philosophical and operational reservations about the project and possible negative uses of its outcomes; therefore, she was rather hesitant about committing herself to meetings or a task force. However, Bank education sector participation would be most productive, and contacts to establish links to that division are being pursued at this time.

D.

Private Voluntary Organizations (PVO's)

Utilizing the AID-funded International Diectory of Women's Development Organizations, several agencies were identified who would conceivably be interested in the issue of women and the functionallity of various types of education. Other organizations were identified by AID personnel in the various divisions and bureaus, especially James Hoxeng in DSB/E/HR, and Richard Shortlidge in PPC/HR/PDPR.

There was no dearth of private voluntary organizations to consider; in fact, criteria were established to limit the number of organizations to be interviewed. The criteria included: 1) length of time in the field of education in developing countries; 2) nature of on-going women specific or women inclusive projects; 3) accessibility to PVO from Washington, D.C.; 4) willingness to cooperate with the project.

Those organizations approached were: 1) Academy for Educational Development; 2) African-American Institute; 3) Overseas Education Fund of the League of Women Voters; 4) Research Institute on Immigration and Ethnic Studies of the Smithsonian Institution (RIIES); and 5) World Education.

Academy for Educational Development

The Academy for Educational Development has considerable staff expertise in communications education, particularly in media-based non-formal programs and radio education. Several Latin American pilot projects have demonstrated

measurable success. Cathy Courrier, a program officer at the Academy, felt that non-formal education could have greater positive long-term benefits than formal education, adding that the Academy was based, in part, on the premise of the importance of non-formal programs.

The Academy prints newsletters and project profiles, in addition to maintaining an extensive development library. It would be a very helpful resource in analysis and evaluation of selected non-formal media programs.

African-American Institute (AAI)

The African-American Institute, has over twenty years experience of active involvement in the education of Africans, both in Africa and the U. S. AAI is currently identifying a WID project that will carry an education component. Their method of project identification began with an attempt to catalogue every existing program on women and development in Sub-Saharan African countries in which the Institute is active. Bonnie Schultz, AAI program officer in charge of developing the project, indicated in an April 17 conversation that the country was, as yet, unidentified. Final decision will be reached after a June fact-finding, site selection trip.

When briefed on the aims of this study, Ms. Schultz volunteered to query all female AFGRAD (African Graduate Fellowship Program) participants who have completed the program and/or returned to Africa. AAI has a rich data bank of females

attaining post secondary school education through AFGRAD and similar AAI-sponsored education programs. Their data, their long experience in both formal and non-formal education programs in the U. S. and Africa, and their willingness to cooperate and collaborate in projects combine to make AAI an excellent PVO with whom to work in further evaluation and analysis.

Overseas Education Fund (OEF)

The Overseas Education Fund of the League of Women Voters has been involved in leadership training and community organization development for women in other nations for over 30 years. Their objective is the encouragement of women in LDC's "to participate more fully and productively in their societies." 15/ OEF places priority on projects which provide vocational and skills training, techniques for women to increase their incomes, and non-formal education.

Joyce Rasmussen, the program officer for Asia identified several OEF projects that would serve as useful models of female education. She stressed the point that OEF tries to work with existing organizations and that their emphasis is training others in "how-to" techniques which include proposal writing and project development, not developing full programs.

OEF criteria for country entry were political stability; in-country assessment of women as a viable resource; and human rights advocacy. Because of the

organization's world-wide experience (strongest in Asia, including Thailand, Indonesia, Sri Lanka, Malaysia and Korea, but also in Latin America and beginning in Africa); history of successful programs; and support of viable women's organizations, OEF projects provide data and evaluation possibilities to assess both formal and non-formal projects.

Research Institute on Immigration and Ethnic Studies

The Research Institute on Immigration and Ethnic Studies of the Smithsonian Institution (RIIES) focuses on the impact of immigration on the U. S. and studies ethnicities and their behaviors within the U. S. Research Associate, Delores Mortimer, is investigating the role of Third World women in the U. S. and patterns of their accommodation and assimilation; education is one of the variables included in her work, but the linkages to formal and non-formal education are not specific. Furthermore, RIIES is not involved in research or project administration overseas. For the above reasons, the organization was eliminated as a direct link. Nevertheless, given the complementarity of interests, it is important that the contact be maintained.

World Education

World Education has programs specifically geared to women in non-formal education. Their projects in Kenya, the Philippines and Sudan seem particularly useful for long-term follow-up. There are, however,

major problems in obtaining an appointment with a representative of the organization. Only one woman in the organization can discuss WID projects and she has been unavailable because of travelling, site visits and retreats. Since the organization and the women's projects, specifically, are AID funded, World Education would be a useful inclusion. Given the lack of accessibility, the organization was eliminated for specific project monitoring or evaluation, although resource information and background papers on other World Education projects have been requested.

Women at the Center, University of Massachusetts, Amherst

Women at the Center, Center for International Education, University of Massachusetts at Amherst, was the last group contacted. While there has been no personal contact with members of the Center, education specialists within AID and male faculty associated with the Center have assured the Center's willingness to collaborate and aid studies in female education in any way possible. The Center's concept paper on a strategy for donor intervention in WID activities also targets them as useful contacts.

Having met with representatives and officials of the above described institutions, utilizing the criteria of: 1) field experience; 2) innovative ideas; 3) accessibility; and 4) willingness to collaborate, linkages will be effected with the African-American Institute, Overseas Education Fund, and, if feasible, Women at the Center, University of Massachusetts. The three organizations represent private voluntary organizations and a university. AAI has emphasized formal programs,

but conducted considerable work in non-formal training, too; OEF has emphasized non-formal undertakings, but has experience with formal education programs; Women at the Center has wide experience in both formal and non-formal programs, plus the additional insights of Third World women who have experienced both forms of education.

E.

Conclusions

Several conclusions can be drawn from this sampling of U.S. government departments, multilateral organizations and PVO's. First, the large multilateral organizations, such as the UN, are unwieldly and there is inevitably duplication of programs and services. Policy-making is slow and cumbersome. Since accountabillity ultimately rests with the host country government, staffers and experts are reluctant to state a policy and support it uncategorically. The measured pace that is necessarily a part of any consensus organization serves to avoid criticism and sidesteps sensitive political issues; however, the caution also blunts creative analysis and fresh strategies.

Second, smaller organizations, namely PVO's, have smaller constituencies and can afford to suggest and implement bold strategies. Unemcumbered by the bureaucratic machinery, the decision-making process is relatively fast. This freedom of action, plus a willingness to take responsibility for decisions, makes PVO's desirable organizations with which to work in an undertaking such as the present one.

Third, although there is interest and concern on the substantive question of the relative functionallity of formal and non-formal education, the interest is vague and unfocused. Virtually all persons interviewed felt that the issue required attention, but each was overburdend with immediate program priorities and other job responsibilities.

In conclusion, the response from interviews and results of Agency and other organizations staff analysis, indicates an interest in the topic and a need for systematic exploration of the situation. World Bank, UNDP and UNESCO will be contacted for further discussions, but the major liaison will be with PVO's and bureaus of the Agency.

II.

Representative Studies and Projects

Although education officials, programs and projects abound, the projects and programs have traditionally been targeted to a predominantly male clientele and resultant data has been undifferentiated by sex. It has been difficult to ascertain whether a given project is sex integrated, male exclusive or female exclusive (rarely) in the past. However, careful attention is currently being paid to implementation of the Percy Amendment as well as attainment of the goals of the International Women's Decade, and sex breakdowns are becoming common in project reports and evaluations.

Projects for potential evaluation for this study have been identified worldwide through UNDP, AID and PVO documents, as well as interviews and conversations with Agency personnel and other education specialists. Following the AID regional divisions, potential projects are identified by region. Phase II of the study will discuss the projects finally selected and the evaluation results in detail.

Africa

The Sub-Saharan Africa region has many women inclusive projects with an education component, as well as some women specific projects. Those identified for further investigation include AID projects, UNDP, UNESCO and PVO programs.

UNDP has three relevant projects in Upper Volta: a women's Technical Education Project; a project on the Equality of Access of Girls and Women to Education; and a program with the National Training Center in Rural Handcrafts. The first two projects will provide an opportunity to examine both formal and non-formal programs within a single nation. The handcraft project offers an opportunity to examine a skills oriented program of the kind that is often censured for the dead-end nature of the skills training provided. AID also funds a project, Strengthening Women's Roles in Development, an economic, market skills oriented program. It is highly unusual to find as many as four women specific education and/or training programs in a single country. Therefore, Upper Volta ranks high as a country for in-depth evaluation.

Also under the auspices of UNDP, Burundi has a project on Women's Education and Mauritania has a project entitled, Women's Technical Education Project.

In English-speaking Africa, Libera is involved in a UNDP project, Training of Public Health Nurses, that may provide insights on formal and non-formal complementarity.

Conversation with Kenya Peace Corps Director, William Johnson, indicated that there are several women specific projects in Kenya administered by both Peace Corps and AID. The World Education project on women in non-formal education is currently underway in Kenya and would be a natural inclusion if staff is willing to make observations and evaluations available.

Asia

Several projects in Asia have been mentioned for possible followup. The Korean project, Assistance to Young and Disadvantaged Women, an AID sponsored, YWCA designed program that will train women in non-traditional occupations to improve their employment prospects, is a non-formal program with possibilities for long-term followup.

Thailand is a probability for in-depth work because of the large number of women's projects currently on-going. The US/AID sericulture/settlement project, which is an agricultural training and credit project, can also provide additional data on non-formal programs. OEF has sponsored several projects in Thailand, working primarily through the formal system and with Thai institutions of higher education, and would bring another perspective, concentrating on formal education to the analysis.

Indonesia is also involved in several innovative education activities. Project Impact is a program in which a master teacher teachers literate students and parents who, in turn, teach young children and other illiterates in the community to read. The project, evaluated as part of Innotech, has evaluations and project papers available. Another AID sponsored project in Indonesia, Kabupaten Planning and Management Training, aims to train sub-province level government officials to more efficiently and effectively identify the needs of the rural poor. Women will be included in all phases of the training.

Finally, Nepal has a formal education project that aims to provide educators with special training in educational planning and administration. One of the project goals is

increased educational opportunities for girls and the project developers are actively seeking women participants.

Latin America

Latin American nations have a comparative educational advantage when contrasted to other LDC regions. As a region, Latin American countries have stronger educational infrastructures; higher literacy rates; a larger number of innovative formal and non-formal donor-assisted education programs. Latin America, the vanguard region in media education and distance learning centers, is the region in which to examine, in-depth, the outcomes of media education. The AID/LA regional bureau is supporting a project on Educational Media for Integration of Women, which is targeted to all low income Latin American women. A project of such magniture should be included for evaluation in the present study.

Paraguay also has a Rural Radio Education project in which 30 of the 32 staff are women. 16/ The project may provide a micro sample to the macro study of the regional media program. The Paraguayan Ministry of Labor's National Apprenticeship Service provides another evaluation possibility, since through the Apprenticeship Service women are trained in a variety of occupations from home management to poultry production.

Nicaragua offers data on the interaction of formal and non-formal education through its AID funded Rural Women's Leadership Project. A Rural Education Development project aims to improve rural formal and non-formal education and extend delivery of educational services to remote areas. Again, the program shows a mix of emphases; formal education is aided through curriculum development and teacher training,

while non-formal is supported through emphasis on agricultural training and health facilitie improvement.

Peru has two on-going projects of special relevance, a Rural Women's Leadership Training Project and an update on an AID financed study, Diagnosis of the Social and Economic Situation of the Peruvian Woman.

Jamaica is a study of paradoxes that warrants analysis. Although the island nation has a literacy rate of 41 percent, 21 percent lower than any of its Caribbean neighbors, 17/ the nation has a rigorous, high qualilty formal education system based on the British model. In addition, education statistics and other pertinent education data are available because of on-going research projects and the academic expertise of the educated Jamaicans. Moreover, an AID-sponsored Rural Education Loan will demonstrate the interrelationship of formal and non-formal programs as well as provide insights into bridging the gap between the educated urban female elite and the uneducated female rural poor.

Near East

THE Near East Bureau countries with relevant programs identified include Morocco, Afghanistan and the Lebanon.

In FY 1976, less than seven percent of Near East regional participants in AID sponsored training programs were women. 18/ The Near East Bureau, recognizing the minimal participation of women in development efforts, has initiated a Regional Training for Women Project that is currently in the stage of needs analysis. The needs study, due for completion in June 1978, should provide useful data on women for use in a followup

comparative functionality of education study. A total of 215 women are projected for long and short term training. Although the startup data makes the project's inclusion here impossible, the project should be monitored by a WID Office education specialist for its three year duration.

Turning to specific countries, Afghanistan is of special significance because of its current heavy investment in expansion and upgrading of the formal education system. The Afghan Primary School Teacher Training Project, an undertaking sponsored by AID, IBRD, UNESCO, the Afghan government and other bilateral assistance, offers an opportunity to see if women are being integrated into the development and expansion of the formal system. The WID component of the new formal education thrust is a women's dormitory to be constructed at the university in Kabul; the female residence is projected to increase the opportunity of rural women to obtain higher education by providing them with necessary separate lodgings. The project, of interest because of its implications for increased access to education for women and its consequences for rural-urban migration, cannot be included in this study because outcomes cannot be tested until after completion of the dormitory in 1982.

The Moroccan government has committed itself to strenghtening the role of women in the nation. One means by which this commitment is being implemented is through an ambitious Promotion of Women campaign. To encourage this

effort, AID has funded Non-Formal Education for Women, a project billed as "the principal alternative approach to the formal education system ... for girls and women." 19/ In the program, 2,000 professional women work in provincial centers to train rural women in a variety of skills and professions ranging from electrical work to teacher training. The project should provide an excellent opportunity to test the interaction of formal and non-formal education and analyze reactions of female program participants. The project should definitely be included in the study.

A second Moroccan women in development project has emerged from the Women's Non-Formal program. The Industrial and Commercial Job Training for Women Project aims to train women for jobs in the industrial and commercial sectors of the Moroccan economy. The formal education minimum requirement of four years of secondary school for participation makes this an excellent project in which to develop a paradigm for the interface of formal and non-formal credentials. This project, too, should definitely be included in Phase Two.

Finally, the Lebanon, which is included in the Near East Bureau, has a Vocational Training Program for Women, funded by UNDP that may be worth investigating to see if its successes have transferability to other areas.

The above discussion represents initial exploration and identification of potential projects for use in Phase II. All final decisions will be based on consideration of the following

criteria: 1) accessibility of data; 2) relevance of available data; 3) current stage of development and/or implementation of specific projects; 4) regional distribution of relevant projects. Final selection will be made in conjunction with the AID/WID Coordinator.

NAME OF ORGANIZATION	FIELD EXPERIENCE IN WID PROGRAMS	FIELD EXPERIENCE IN EDUCATION	ON-GOING PROJECTS SUITABLE FOR EVALUATION	CO-PROGRAMMING POSSIBILITIES	FUNDING SOURCES
Academy for Educational Development	Yes	Yes	Yes	Yes	AID, others
African-American Institute	Program under Development	Yes	Yes	Yes	AID, Ford Foundation, others
Overseas Education Fund of the League of Women Voters	Yes	Yes	Yes	Yes	AID, others
Research Institute on Immigration and Ethnic Studies	No	No	No	No	Smithsonian Institution
Women at the Center, Univ. of Mass, Amherst	Yes	Yes	No	Yes	Undetermined
World Education	Yes	Yes	Yes	No	AID, others
ACTION: Peace Corps	Yes	Yes	Undetermined	No	U.S. Govt.
U.S. Dept. of Health, Education and Welfare	No	No	No	No	U.S. Govt.
U.S. Dept. of Labor	No	Yes	No	Yes	U.S. Govt.
World Bank	Yes	Yes	Yes	No	Not Applicable
UNDP	Yes	Yes	Yes	No	Not Applicable
UNESCO	Yes	Yes	Yes	No	Not Applicable
UN/IWD, Secretariat	Yes	No	No	No	Not Applicable

CHART II

Selected U.S. government, international and private voluntary organizations and their interest in WID and education.

III.

Task Force and/or Meeting Series Needs Assessment and Recommendations

One of the aims of the study was investigation of interest in and feasibility of an inter-agency task force on women in development and education. Virtually all of the persons interviewed expressed some reservations about task forces. Four reasons were commonly repeated. First, there are too many existing task forces investigating a bewildering variety of topics. Second, task forces tend to remain at the theoretical level. There exist enough theories about education and development; what is needed are practical solutions to operations and programmatic problems. Persons interviewed were wary of getting bogged down in academic discussions of the merits of various research methodologies and, consequently, inability to reach conclusions, particularly about causal relationships. Third, task forces are too time-consuming, usually blanketing the participant with several xeroxed papers which he or she never reads. Fourth, task forces, like organizations and bureaucracies, tend to perpetuate themselves and never phase out; there is no termination, no closure.

The alternative suggestion of a series of meetings on WID and education met with much more favorable response. Persons interviewed suggested a number of safeguards to make the proposed meeting series more effective. First the meetings should be aimed at operations level problems. Again, the overabundance of theories was mentioned.

Second, participants invited should be employed at the operations, field experience echelon, rather than the agency directors and/or organization heads level. Third, previous field experience should be an absolute requirement for participation..

Therefore, it is recommended that the AID/WID Office initiate a series of meetings on the impact of education on the integration of women into development efforts. The objectives of the proposed meetings are fourfold:

1. To identify agencies and personnel professionally involved in programmatic aspects of women in development and education;

2. To establish a network of organizations and personnel specifically interested in the implications of education, both formal and non-formal, for women in development;

3. To establish a forum in which trends and generalized tendencies in WID and education can be analyzed for policy implications and correlative strategies developed where appropriate;

4. To provide a forum for problem-solving in a confidential atmosphere in which the experiences of other education specialists could provide fresh insights and new perspectives in discussions of current project problems.

The meetings should be scheduled over a period of one year, beginning September 1978 and ending August 1979. Six meetings should be scheduled to discuss six separate issues of WID and education. Suggested meeting duration is four hours, or half a workday, to allow adequate time for discussion of the topic, as well as meaningful ex-

change on current issues and ideas.

The agenda for each meeting should include: 1) substantive discussion of a pre-determined topic; 2) comments on particular issues of WID and education; 3) a problem-solving session in which participants could discuss problems encountered in on-going projects. The problem-solving sessions would be off-the-record to encourage a free exchange of information without fear of repercussions to agencies or persons in attendance.

Participants should be drawn from those organizations identified as having a specific programmatic interest in WID and education. Participants should include professional educators with field experience, development planners, and social scientists from a variety of governmental and non-governmental agencies and institutions. Special efforts must be made to insure a mix of both formal and non-formal education specialists. A list of possible participants can be found in Chart 2 which lists U.S. government departments and agencies, international and multilaterial organizations and PVO's identified as having a specific interest in women and development and education. The majority of participants would probably be female; most of the persons interviewed were female, as were their further

references. Finally, to achieve maximum effectiveness, participation should be limited to 20 persons per meeting. A larger group is likely to become unwieldy and encounter difficulty in making decisions.

Each of the projected six meetings will be structured around a specific topic. A suggested list of topics follows, subject, of course, to modifications according to the needs of the sponsoring agency and the group priorities that emerge during the year of meetings.

Meeting I — Toward an AID/WID Education Policy: Discussion and Commentaries

The AID/WID Office, in its efforts to determine priority areas for women in development, has identified education as a major focal point. Discussions have begun on policy and strategies. Dialogue with other organizations would facilitate assessment of other organizations' policies and help determine the extent to which cooperation is possible.

An initial meeting focusing on policy would also establish common definitions and provide background useful for understanding policy and strategy positions assumed by partipants in future meetings.

Meeting II — Integration and Increased Access of Females to Formal Education

The positive benefits of formal education for women have been well-documented. The correlations between education and national development, education and assumption of leadership roles, education and increased income, education and high aspirations to upward mobility in offspring are all clear. 20/

Development planners must now ask what are the best means for integrating girls and women into the formal system. What is the optimum age for formal system entry; at what age does the cost/benefit ratio make formal schooling an unrealistic economic undertaking.

These kinds of questions and similar concerns would form the basis of the substantive agenda for Meeting II.

MEETING III The Role of Non-Formal Education in the Integration of Women in Development

There are over 500 million illiterate women in the world who do not and will not have access to formal education for a variety of reasons, ranging from lack of facilities and services, to high cost, to lack of childcare, yet these same women must leave subsistence existence and enter market economies to survive.21/

Formal systems clearly cannot accommodate all of these women; others means must be tried. Non-formal alternatives are a highly recommended alternative. Meeting III would discuss the costs, benefits and limits to non-formal programs.

MEETING IV Accreditation and Credentials

The major draw- back to non-formal programs lies in the programs' inability to guarantee the earning capability and socio-academic status that formal programs do. The problem of credentials is especially important to women, for they rely on formal credentials to acquire access to decision-making power on every level -- from the home to the community to the national legislature.

A critical point of contention between formal supporters and non-formal advocates, the problem of credentials certainly merits serious discussion.

Meeting V Complementarity and Integration of Formal And Non-Formal Programs

The complementarity of formal and non-formal programs has become increasingly apparent as more and more participants find marketeconomy employment after completing non-formal programs. Research has shown that persons with some formal education perform better in non-formal programs than persons with no formal education background, 22/ supporting the need for integrating the two types of programs.

Moreover, one fear of non-formal programs is training that prepares one for a dead-end job, one without possibility of advancement and/or transferability of skills. There should be a mechanism whereby an outstanding non-formal program graduate has options to continue her training/education. An interface between formal and non-formal systems would allow women options limited only by their abilities. The possibilities of such interface require further examination.

Meeting VI Education and the Mass/Elite Gap

An emerging problem is the distance that education puts between urban, educated women who are well integrated into the market economy and their rural, agriculturalist sisters who are usually illiterate and stagnating at the subsistence level. Distrust and disdain for rural females often accompanies formal education. Ivorian librarian, Kitty Labouet, identified the gap between educated women and their illiterate cohorts as the "heart of the problem" of women in development. 23/

Effective mechanisms for approaching the problem and strategies for coping with it warrant serious attention.

This section of the report has discussed the possibilities of establishing a forum to coalesce a variety of organizations' policies and strategies on women in development and education. Virtually every person contacted readily agreed that the relationship of WID, formal and non-formal education has no been adequately

explored and was willing to support an inter-agency, inter-organization series of meetings. The need is clear-cut, providing an excellent opportunity for AID/WID to assume leadership in educational policy for women in development efforts.

IV.

Strategies to Maximize WID/Education Impact

After analyzing the status of LDC women in terms of education and educational development, the question becomes one of determining the best strategy for increased AID/WID office impact. This section addresses this strategy problem and offers a step-by-step plan of action.

Although, in organizational terms, the Bureau for Program and Policy Coordination (PPC) and the Bureau for Development Support (DSB) have equal weight and have similar direct access to the AID administrator for final arbitration of policy conflicts, in fact, PPC sits in the pivotal policy-making position for two reasons. First, PPC personal has access to more data through the PPC mandate to obtain information from all divisions within the Bureau as well as data from each of the regional bureaus. More data means more information on which to base a decision. Indeed, the Office of Planning and Budgeting ranks with the WID office and reports directly to the Assistant Administrator for PPC.

In terms of impact strategy, first and most importantly, the WID office should maximize its input through the PPC Bureau. More specifically, the WID office should establish direct contact and clear liaison with the office of Human Resources, Policy Development and Program Review (PPC/HR/PDPR).

Efforts should also be made to establish a working relationship with the three major offices of DSB involved with education: 1) Office of Education and Human Resources; 2) Office of International Training; 3) Office of Rural Development and Development Administration.

The first of the above offices works with both formal and non-formal programs; a liaison is needed to encourage special attention to female participation to the fullest extent possible. Also the data base on female access to education, especially the impact of new school construction, needs considerable expansion. The Office of International Training provides technical assistance in non-formal programs. Since the vast majority of women will have no access to the formal system, non-formal programs may provide the only means to acquiring new skills that will allow their entry into a market ecnomy or significantly increase their income-generating capabilties. The Office of Rural Development and Development Assistance, providing advanced training and higher education opportunities, is critical if women are to obtain a greater share of scholarships and fellowships which, in turn, provide expertise, influence and status.

Liaison with the regional bureaus is also important, especially in terms of projects that can be

identified from the inception for long-term evaluation.

The following five point strategy has evolved during this project's initial exploration of the Agency and its education programs. The suggestions below form a strategy for increased WID office impact on AID education policies.

1) As soon as possible, the WID director should hire an education specialist who can systematically and thoroughly review each on-going project in the Office of Education and Human Resources (E/HR) and assess its implications for women.

2) The WID office should use its position on the Agency Coordinating Committee on Education to assure access to each education project in its initial project paper stage, before it starts through the formal approval system.

3) When feasible, AID mission directors should be asked to ascertain data on the status of women-specific and women inclusive education projects, and training programs with an education component such as population assistance, health education, agricultural extension, in an effort similar to the study conducted in the WID office on women and agriculture in Africa.

4) Although many of the offices implementing education projects are in flux because of the reorganization and do not have statistical data and/or evaluatory

information on projects, other divisions and bureaus concerned with education have developed tabular information specifically addressing overall education issues. A systematic effort to obtain copies of all Agency reports, charts and documents on women and education would certainly strengthen the WID data base and provide concrete, in-house information on which to base project suggestions.

5) The argument within the Agency on whether to stress formal or non-formal education programs is currently re-surfacing. This present period of vigorous discussion is the optimum time for WID office espousal of a policy decision, supported by available evidence, advocating either a formal or non-formal emphasis in new Agency education undertakings that concern women.

V.

Conclusions

Phase I of this project on the comparative functionality of formal and non-formal education has dealt with assessment of international development community interest in and policy toward women in development efforts in education.

Part I of this report analyzed Agency bureaus and divisions to identify offices and personnel who might be interested and professionally concerned with the relationship of education to women in development.

Two central bureaus, PPC and DSB, and the four regional bureaus are directly involved in WID and education. PPC could impact on WID and education through a variety of offices, but the most important point of impact is in PPC/HR/PDPR. Richard Shortlidge of that office is the individual shaping the education policy paper at this writing. Establishment of clear liaison with him should be a WID office priority.

The four regional bureaus have varying degrees of expertise and commitment to education. Some bureaus personnel are not convinced that the case for more AID dollars to education has been made convincingly. Among the four regional Bureaus, Latin America has the most fervent advocates of formal education, as well as some of the more innovative non-formal programs,

especially in media education. The Africa Bureau has the clearest paucity of specialists -- five persons to cover more than 20 countries. Ironically, the region with the second highest illiteracy rate in the world has few innovative education projects and no staff to implement the programs if they were to be developed. The Asia and Near East bureaus have realized the inadequacies of their previous WID and education efforts and are systematically attempting to compensate for past oversights.

The prospects for rapid change within the Agency are slim. First, the average Agency education specialist in the field is usually an elderly male within five years of retirement. He has neither the inclination, nor the expertise to involve himself in radical expansion of opportunities to women or innovative formal and/or non-formal programs. Second, the permanent slot for education programs and services within the Agency is still unsettled, and, at present, there is no coordination of program activities from sector to sector. Often, it is from interdisciplinary, intersectoral brainstorming that the best program ideas emerge.

Other U.S. government agencies, multilateral organizations and PVO's contacted all agree that trends in female education in LDC's should be analyzed, and most organizations are willing to participate in a series of meetings on the subject; however, institutional constraints obviate actual project collaboration with other U.S. government departments or in-

ternational agencies. Legislative mandates, concern over credit for successes and culpability in case of failure make most organizations leery of actual co-programming. The U.N. system in particular is slow-moving and cautious, in part because it must respond to the varying needs of its member states. Any co-sponsorship of WID programs may evolve naturally from identification of complementary strengths, but planned, collaborative field ventures would be difficult to initiate for the above-mentioned reasons.

Part II of the paper, which discussed representative studies and projects, proved that there is no dearth of on-going or planned projects. The difficulty may come in obtaining follow-up information on completed projects.

Part III of this report assessed responsiveness to the idea of a task force or series of meetings on education and its relationship to WID activities. U.S. government officials, U.N. representatives and PVO staffs unanimously agreed that there was a need for a forum in which to discuss WID and education. Most persons preferred a series of meetings to a task force. A series of six meetings over a period of one year, limited to 20 participants each, is recommended. Six suggested topics are discussed in detail. The recommendation is also made that the portion of the meetings in which on-going projects are discussed be considered off-the-record. This method of confidentiality, employed by the Council on Foreign Relations, has worked well in the past, encouraging

frank discussion without fear of reprisals or professional repercussions.

Part IV suggested specific steps to maximize AID/WID impact on Agency educational policy. Two points bear repeating. First, the WID Office needs an education specialist to locate reports and documents, evaluate on-going WID-related education projects, and assess WID implications of changes in education policies and strategies. Second, the PPC/HR/PDPR link is the one to strengthen, for PPC/HR/PDPR is the juncture at which discussion gets translated into policy.

Three themes have surfaced repeatedly during the course of the Phase I investigation. The first theme is the recurrence of the formal/non-formal education distinction. The argument between formal education supporters and non-formal advocates looms as strong as ever. Women in development specialists and the WID Office have had to enter the discussion because women, as a disadvantaged mincrity, need more and better credentials to gain social, economic and political acceptance in LDC's. Since non-formal programs rarely offer academic credentials, it is important that not all women be tracked into non-formal programs. However, the complementarity of formal and non-formal programs is currently being recognized and embraced because complementarity will push the either/or arguments to one side, allowing programs to continue.

The second theme is the elusiveness of hard data. The lack of hard data or inaccessibility thereto in AID education

programs presents major difficulties. There is no central place to obtain information on education programs. One gains information at the Agency by attending meetings and through interviews. The need for a centralized office which could coordinate collection and dissemination of education statistics, documents and relevant project papers is very clear and requires immediate remediation.

The third theme involves the great amount of interest development planners have evidenced in the area of WID and education. Concern and related expertise in the relationship of WID and education does exist in the international organizations arena; however, there is no meeting place and no organized forum in which various education specialists can come together. This is a vaccum for AID/WID to fill and fill quickly.

The above observations conclude this report on Phase I of the project. Phase II will investigate the above findings by a substantive analysis of the literature and evaluation of women in development and education projects selected from the ones discussed in this paper.

FOOTNOTES

[1]Robert S. McNamara, Address to the Massachusetts Institute of Technology (Washington, D.C.: International Bank for Reconstruction and Development, 1977), pp. 29-30.

[2]Formal education is here defined as a structured program of institutional learning through completion of progressively more complex levels of curriculum.

[3]Non-formal education is defined as structured programs of learning in a non-institutional, non-school setting, in which the substantive content is usually relevant to the participant's occupation and/or lifestyle.

[4]The Environmental Fund, "World Population Estimates," prepared by Wilson Prichett, III (Washington, D.C.: The Environmental Fund, 1977).

[5]Women who have achieved political success such as Indira Gandhi, Golda Meir, former UN General Assembly President Angie Brooks Randolph of Liberia, have invariably had impressive formal credentials.

[6]Education personnel breakdowns by sex and bureau assignments are based on April 21, 1978 memo to IIA/DDFC, Jerome Sherry from PPC/PDPR/HR Richard Shortlidge and background notes to the above cited memo.

[7]Ibid.

[8]In the Near East region, for example, female participation in AID-sponsored regional training programs rose from less than seven percent in FY 1976 to 13 percent in FY 1977, according to to statements in Congressional Presentation, Fiscal Year 1979, Annex B: Development Assistance Programs by Functional Account, p. 602.

[9]See Shortlidge memo.

[10]Ibid.

[11]Ibid.

[12]See the US/AID/NE/DP/PAE needs analysis paper, "Section 102(d) Criteria for Assessing Country Needs, Performance and Commitment: An Examination of Selected Quantitative Indicators for the Near East Bureau Countries," drafted by Annette Binnendijk. (Mimeographed.)

[13]Shortlidge memo.

[14]Personnel background material to Shortlidge memo.

[15]Overseas Education Fund, "Thirty Years: Overseas Education Fund of the League of Women Voters," (Washington, D.C.: League of Women Voters), p. 2.

[16]U.S. Agency for International Development, Office of Women in Development, "Draft: WID Report to the 95th Congress," p. 136. (Mimeographed.)

[17]Figures extrapolated from "World Population Estimates, 1977," of The Environmental Fund.

[18]Congressional Presentation, Fiscal Year 1979, Annex B, p. 602.

[19]Ibid., p. 612.

[20]See Remi Clignet, "Ethnicity, Social Differentiation, and Secondary Schooling in West Africa," Cahiers d'Etudes Africaines, VII (1967), pp. 360-378 for a West African-oriented treatment of education and development. Immanuel Wallerstein discusses the correlations of education and socio-economic factors in several articles and books. For specific discussion of education and socio-economic relationships in West Africa, see Immanuel Wallerstein, The Road to Independence: Ghana and the Ivory Coast (La Haye: Moulton, 1964), Chpt. 7. For a more general treatment, see Ronald A. Wykstram ed., Education and the Economics of Human Capital (New York: Free Press, 1971).

[21]Patricia L. McGrath, The Unfinished Assignment: Equal Education for Women, Worldwatch Paper No. 7 (Washington, D.C.: Worldwatch Institute, July 1976), p. 15.

[22]Richard O. Niehoff and Kenneth L. Neff, Report on Conference and Workshop on Non-Formal Education and the Rural Poor (East Lansing: Michigan State University), p. 127.

[23]Colloquium on Women in Development, 14th World Conference of the Society for International Development, Abidjan, Ivory Coast, 1974. Madame Labouet was responding to the author's question concerning the relationship between educated, urban women and illiterate women, both urban and rural.

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